



History in Early Years Foundation Stage








	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	<p>Past and present</p> <ul style="list-style-type: none"> know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>People, culture, and communities</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> invent, adapt, and recount narratives and stories with peers and their teacher <p>...and present</p> <ul style="list-style-type: none"> know some similarities and differences between thing in the past and now, drawing on their experiences and what has been read in class 	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from the teacher <p>Past and present</p> <ul style="list-style-type: none"> know some similarities and differences between thing in the past and now, drawing on their experiences and what has been read in class 	<p>Past and present</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Share their memories of significant events in their own lives Talk about things that have changed Begin to put these events in order 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers Begin to put events in order 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about the order of events in a range of familiar stories Recognise language in stories that shows the story happened in the past









Key Stage 1 and 2 History Overview and Concepts

In Key Stage 1 and Key Stage 2 we follow a yearly cycle. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage. The identified **concepts** are a golden thread that lend coherence to our history curriculum. Together the concepts give structure to all the facts and pieces of information which make up the past.

History Overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>Changes within living memory</p> <p>How have toys changed?</p>	<p>The lives of significant individuals in the past</p> <p>Rosa Parks / Martin Luther King Florence Nightingale / Mary Seacole</p>	<p>Stone Age to Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>The Roman Empire and its impact on Britain</p> <p>When did the Romans invade and why?</p>	<p>Geography and Science focus</p>	<p>A study beyond 1066 / significant turning point in British history</p> <p>World War II</p>
Spring Term	<p>Events beyond living memory that are significant nationally or globally</p> <p>Flight</p>	<p>Significant historical events, people and places in their own locality</p> <p>The Great Fire of London</p>	<p>Achievements of the earliest civilisation</p> <p>Ancient Egypt</p>	<p>Study of a non-European society</p> <p>The Mayans</p>	<p>Settlement of Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Anglo-Saxon and Viking influence in Britain</p>	<p>Geography focus</p>
Summer Term	<p>The lives of significant individuals in the past</p> <p>Explorers</p>	<p>Geography focus</p>	<p>Study of Ancient Greece</p> <p>A study of Greek life and achievements</p>	<p>A study of an aspect of British history beyond 1066</p> <p>Tudor Monarchs</p>	<p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Victorians</p>	<p>A Thematic Study</p> <p>Crime and Punishment / changes in aspects of social history</p>

Concept	Summary
	<p>The study of settlement focuses on how communities and societies have developed and evolved over time. Students learn about the importance of geography in determining where people settled, as well as the roles of shelter, food, and resources in shaping communities. They examine motivations for migration and the challenges faced in establishing new communities.</p> <p>Studied within this concept: Location, migration, colony</p>
	<p>The study of invasion involves exploring significant historical events where one group or nation forcefully enters another's territory. Students learn about key invasions and lessons emphasise the motivations behind them, the strategies used and their impact on societies. Students will gain an understanding of the consequences of invasion, including cultural exchange, conflict, and the establishment of new rule.</p> <p>Studied within this concept: Conflict, war</p>
	<p>Leadership is studied by introducing young learners to influential figures and their roles in shaping the past. Students explore leaders such as ancient pharaohs, emperors, and notable monarch. The focus is on their leadership qualities, accomplishments, and the impact they had on their societies. Students gain insights into leadership styles, decision-making, and the responsibilities of rulers.</p> <p>Studied within this concept: Power, monarchy, democracy</p>
	<p>The study of beliefs revolves around exploring the religious, cultural, and philosophical systems that have shaped societies throughout history. Students learn about ancient mythologies, indigenous spiritual practices and major world religions. The curriculum explores key figures, sacred texts, and significant rituals, emphasising how beliefs influence people's daily lives, traditions, and values.</p> <p>Studied within this concept: Religion, worship, traditions</p>
	<p>The study of society focuses on how communities have evolved over time. Students explore topics such as the roles of individuals within a society, the development of social structures, and the impact of key events on people's lives. They learn about the lifestyles, traditions, and daily routines of different historical societies, from ancient civilizations to more recent periods.</p> <p>Studied within this concept: Culture, food & farming pastimes, rich & poor, law, crime & punishment</p>
	<p>The concept of legacy is introduced by exploring the enduring impact of past events, individuals, and civilisations on the present and future. Students learn about influential figures, such as leaders, inventors, and reformers, and how their contributions shaped society. They also examine the legacies of ancient cultures, like the Greeks and Egyptians, through art, architecture and ideas that continue to influence modern life. By studying historical legacies, students gain an appreciation for the interconnectedness of time and history's lasting imprint on contemporary society, fostering a sense of continuity and the importance of preserving cultural heritage.</p> <p>Studied within this concept: Societal change, invention/technological advances, impact on today's world</p>
	<p>The study of significant people involves introducing students to influential figures from the past who have made notable contributions to society. Students explore the lives and accomplishments of historical figures like explorers, inventors, leaders, and civil rights activists. Through simplified narratives and engaging activities, they gain insights into the challenges these individuals faced and the positive impact they had on their communities and the world.</p> <p>Studied within this concept: Contribution, overcoming challenge, influence, local heroes</p>

Progression of Key Concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Settlement 			Stone Age – Skara Brae Iron Age – hill fort Egyptians – the Nile	Mayans - Links back to Stone and Iron Age, camps, settlements, forts, indigenous people Romans – settlements, town names	Anglo Saxons – settlements, place names Victorians – town vs countryside, changes to transport	WWII - Evacuation
Invasion 				Romans – Roman invasion of Britain, Boudica rebellion Tudors - Drake	Anglo Saxons – invasion of Britain Vikings – raids	WWII – start of the war, the Blitz
Leadership 	Leadership – explorers Christopher Columbus and Matthew Henson	Heroes – activists, civil rights movement	Egyptians – pharaohs Greeks – Athens and Sparta	Romans -monarchy, consuls, emperors Tudors - Church leaders, Henry VIII	Anglo Saxons and Vikings – Kings	WWII – Hitler, world leaders
Beliefs 		Heroes – racial and sexual discrimination	Bronze Age – grave goods Egyptians – mummification, Gods Greeks - Gods	Mayans – human sacrifice Romans - Gods/Goddesses Tudors – Christian church, power of the church	Anglo Saxons – Christian festivals, influence of Christianity on Britain Vikings – Viking Gods Victorians - Christianity	WWII - Holocaust
Society 	Toys – toys from the past, Victorian toys (rich and poor), how toys have changed, pastimes	Heroes – racial and sexual discrimination laws, rules and traditions Great Fire of London – disease, poverty, how people lived	Stone Age – how did life change when farming began? Greeks – what was life like for children?	Mayans - society Romans – senate, republic, democracy, society/ life for Romans Tudors – life, Elizabethan England	Anglo Saxons – how did they live? Jobs, Danegeld Vikings – how did they live? Victorians – poor v rich, pastimes, living conditions, education, laws/police	WWII – era, Home Front, role of women, rationing Crime & Punishment - Anglo-Saxon laws, Tudor laws, Georgian laws
Legacy 	Toys - how toys have changed, popularity of toys, Flight – how have aircrafts changed? What will flight look like in the future? Impact of significant people	Heroes – changes to laws and society, remembrance, changes to nursing Great Fire of London -changes to fire service, how houses are built now	Stone Age – what did stone age people achieve? Farming Egyptians – Hieroglyphics Greeks – Olympics, impact of legacy on life today	Mayans – why did their empire end so quickly? Romans – Roman Empire Tudors – Shakespeare's legacy	Victorians – was the Victorians a dark or golden age?	WWII Crime & Punishment - Roman laws, Victorian laws

Significant people



Flight – Wright Brothers, Amy Johnson

Heroes- Rosa Parks, Martin Luther King, Florence Nightingale, Mary Seacole

Great Fire of London- Thomas Farriner, Samuel Pepys

Egyptians – Howard Carter, Tutankhamun

Tudors – Henry VIII and his wives, William Shakespeare, Ann Hathaway

Romans – Julius Caesar, Emperor Augustus, Boudica

Vikings – Anglo Saxon kings, King Ethelred

WWII – Hitler, Chamberlain, Churchill, allied and axis leaders
Crime & Punishment – local - Claude Duval



Progression of Skills in History

At The Stoke Poges School, we have organised our historical skills progression into two sections. The first focuses on the skills of 'chronological understanding' and 'handling evidence and communicating findings'. These skills are weaved through and taught in every unit of study. The second focus on the skills of 'continuity and change', 'similarity and difference', 'cause', 'significance' and 'interpretations'. These relate to the key second-order concepts and are taught depending on the nature of the enquiry question driving the unit of study.

Continuity and change	Similarity and difference	Cause	Significance	Interpretation
To study the extent of change or the type of change within or across a period.	To study the extent of similarity or difference between different sorts of people within a studied period.	To study why a historical event came about.	To study why a period, society or individual is considered historically significant (e.g. resulted in changed, remarked upon or remembered).	To study the products of historians and others to see how and why interpretations of a period, society or individual have changed over time.

1) Skills that are taught in every unit of study:

	End of EYFS	End of Year 2	End of Year 4	End of Year 6
Chronological Understanding	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Recall some important narratives, characters and figures from the past encountered in books read in class 	<ul style="list-style-type: none"> Read and write common words and phrases relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' Sequence a set of events in chronological order Recognise significant dates from a historical period 	<ul style="list-style-type: none"> Use historical vocabulary relating to the order of periods, people and events on a timeline ((e.g. BC/AD and BCE/CE) Order a set of historical periods, people and events on a timeline Recall significant dates from a historical period 	<ul style="list-style-type: none"> Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium) Order a complex set of historical periods, people and events on a timeline
Handling evidence and communicating findings		<ul style="list-style-type: none"> Observe and handle sources to ask and answer questions 	<ul style="list-style-type: none"> Begin to recognise how knowledge of the past is 	<ul style="list-style-type: none"> Recognise how knowledge of the past is constructed from a range of sources

		<ul style="list-style-type: none"> Identify some ways we find out about the past Communicate findings about people, artefacts or events from the past through speaking, writing, drawing, role-play and storytelling 	<ul style="list-style-type: none"> constructed from a range of sources Address historically valid questions Construct informed responses by selecting and organising relevant historical information Communicate these responses through writing or by creating a presentation 	<ul style="list-style-type: none"> Address and devise historically valid questions Construct informed responses by selecting and organising relevant historical information Begin to create structured and evidentially supported accounts Communicate these responses through writing or by creating a presentation
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2) Skills that are taught depending on the nature of the enquiry question framing the unit of study.

	End of EYFS	End of Year 2	End of Year 4	End of Year 6
Continuity and change	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Recognise that some things stay the same over time whereas other things change, first within living memory and then beyond 	<ul style="list-style-type: none"> Explore the extent to which people and events have changed or remained the same over time, within or across a period Begin to make connections between events and changes within and across different periods and societies 	<ul style="list-style-type: none"> Examine the nature or type of change over time, within or across a period Describe connections, contrasts and trends over time within and across different periods and societies
Similarity and difference	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Identify similarities and differences between people, events and beliefs within a studied period 	<ul style="list-style-type: none"> Describe similarities and differences within a studied period or society (e.g. social, cultural, religious or ethnic) 	<ul style="list-style-type: none"> Examine and compare similarities and differences within a studied period or society (e.g. social, cultural, religious or ethnic)
Cause		<ul style="list-style-type: none"> Recognise why people did things and why events happened 	<ul style="list-style-type: none"> Identify and give reasons for historical events and changes Classify causes into groups (e.g. military, technological or social factors) 	<ul style="list-style-type: none"> Give detailed accounts of and debate the reasons for events in the past Judge the relative importance of one cause in relation to others in bringing about the event
Significance	<ul style="list-style-type: none"> Recall some important narratives, characters and figures from the past 	<ul style="list-style-type: none"> Identify and explain who was important in a simple historical account 	<ul style="list-style-type: none"> Describe and explain historically significant people and events in studied periods 	<ul style="list-style-type: none"> Give detailed accounts and explanations of historically significant people and events in

	encountered in books read in class	<ul style="list-style-type: none"> Recognise that some events and people have significance for the world in which we live today 	<p>using the criteria of resulted in changed or remarked upon</p> <ul style="list-style-type: none"> Begin to order events by historical significance and justify their decisions 	<p>studied periods using the criteria of resulted in changed, remarked upon or remembered</p> <ul style="list-style-type: none"> Debate and weigh the significance of events and people from the past, and justify their decisions
Interpretation		<ul style="list-style-type: none"> Identify different ways in which the past is represented (e.g. books, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings and sites, museums and galleries) 	<ul style="list-style-type: none"> Describe different ways the past is represented Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Recognise how and why an interpretation has been constructed (the context of its construction, its purpose and intended audience) Understand that different interpretations of the past exist and explain why this occurs



Historical Enquiry Questions

	Continuity and change	Similarity and difference	Cause	Significance	Historical interpretations
Year 1	Toys over Time How have toys changed ?			Explorers How have explorers changed the world?	
	Flight How did we learn to fly?		Flight How did we learn to fly?		
Year 2			The Great Fire of London What lessons were learnt from the Great Fire of London?	They Made a Difference What makes someone a hero?	The Great Fire of London What lessons were learnt from the Great Fire of London?
Year 3	Stone, Bronze and Iron Age When was a better time to live – the Stone, Bronze or Iron Age?			Ancient Greece How did the Ancient Greeks leave their mark on the world?	Ancient Egyptians What do we know about life in Ancient Egypt and how have we been able to find this out?
Year 4			Romans Why did the Romans settle in Britain?	Mayan Civilisation How remarkable were the Mayan?	Tudor Monarchs Henry VIII and Queen Elizabeth I: How accurate were the paintings?
Year 5	Anglo-Saxons In what ways did the Anglo-Saxons change life in Britain?	The Victorians How have children's lives changed?			Vikings Savages, settlers or sagas: why can't historians agree about the Vikings?
Year 6		World War II Whose lives were changed by World War II?			Thematic study: Crime and Punishment Did punishment ever fit the crime?



Historical Knowledge Map

Understanding Chronology (Key Stage 1)

	Year 1	Year 2
<p>Events within living memory</p> <p>Changes within living memory – where appropriate, these changes should be used to reveal aspects of change in national life</p>	<p>Toys over Time – How have toys changed?</p> <ul style="list-style-type: none"> • How to distinguish between old and new • An understanding of chronological order • How to order artefacts on timelines • How toys have changed over time – going back two generations • How the materials toys are made of can tell us how old they are • How toys have changed due to technology – mechanical versus battery powered 	
<p>Events beyond living memory</p> <p>Events beyond living memory that are significant nationally or globally (e.g., the Great Fire of London, the first aeroplane flights or events commemorated through festivals or anniversaries)</p>	<p>Transport and Travel – How did we learn to fly?</p> <ul style="list-style-type: none"> • How people used to travel in the past • How to compare and contrast old modes of flight transportation with how we travel today • An understanding of how technology has changed flight transportation • How transport might change and what it could look like in the future 	<p>The Great Fire of London – What lessons were learnt from the Great Fire of London?</p> <ul style="list-style-type: none"> • What London was like in 1666 • The key events of the Great Fire of London • How we know about the Great Fire – the diary of Samuel Pepys • Why the fire spread so quickly • The damage the fire caused • How London changed after the fire • Samuel Pepys and the importance of his diary of the Great Fire of London • Make comparisons about the equipment used in 1666 and now
<p>Lives of significant people</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p>	<p>Transport and Travel – How did we learn to fly?</p> <ul style="list-style-type: none"> • Significant events and people – the Wright brothers, Amy Johnson <p>Explorers – How have explorers changed the world?</p> <ul style="list-style-type: none"> • Significant people – Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley 	<p>They Made a Difference – What makes someone a hero?</p> <ul style="list-style-type: none"> • What does 'significant' mean in historical terms • Understand the criteria of the five 'R's – remarkable, remembered, resulted in change, resonant and revealing • The contributions that each of these individuals has made to society: <ul style="list-style-type: none"> ○ Rosa Parks and Martin Luther King ○ Florence Nightingale and Mary Seacole

British History (Key Stage 2)

	Year 3	Year 4	Year 5	Year 6
<p>Chronology of events</p> <p>Developing a chronologically secure understanding of British History from the Stone Age to 1066</p>	<p>Stone Age to Iron Age – When was a better time to live?</p> <ul style="list-style-type: none"> The period of pre-history refers to the period of time before written records began. It started when the earliest hunter gathers came to Britain and ends with the invasion of the Romans in AD43 What life was like in early Stone Age Britain – how people lived and who the people were How life changed within Stone Age Britain – farming and a study of Skara Brae How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age 	<p>The Romans – Why did the Romans settle in Britain?</p> <ul style="list-style-type: none"> What the Roman Empire was Identify why the Roman military were so successful Compare the Roman soldiers, their tactics, weaponry and armour, to that of the ancient Celts The resistance of Boudicca and her tribe (the Iceni) The building of Roman forts and Hadrian’s Wall Explore the lives of people in Roman Britain (including villas, roads and recreational life) and consider the idea that Romans offered a better or more comfortable way of life from some perspectives 	<p>The Anglo-Saxons – In what ways did the Anglo-Saxons change life in Britain?</p> <ul style="list-style-type: none"> Who the Anglo-Saxons were, how they lived and where they came from How the dominant language of Britain became Anglo-Saxon (or Old English) and how this later developed into modern English Recognising Anglo-Saxon root words in the place names and the names of Christian festivals and days of the week Recognise the legacy of Anglo-Saxon language for literature (Beowulf) How Christianity changed Britain Legacy of Anglo-Saxon law (juries, principle of compensation for wrongdoing, Danegeld) <p>The Vikings – Savages, Settlers and Sagas: Why can’t historians agree about the Vikings?</p> <ul style="list-style-type: none"> Who the Vikings were and where they lived (Scandinavia) Reasons for the Viking raids and invasions The Viking conquest of North and East England (the battle between Alfred the Great and Guthrum; Danelaw) Interpretations of the Vikings from different periods of time and contexts, created for different purposes with different intended audiences 	

<p>A Historical Case Study</p> <p>A study of an aspect of history or a site that is significant in the locality</p>				<p>Crime and Punishment – Did punishment fit the crime?</p> <ul style="list-style-type: none"> Describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians Know examples of crimes (e.g. local highwaymen) and subsequent punishment – to know which time period and how typical their experiences were Know about crime and punishment in the local area and compare and contrast this with other areas
<p>Beyond 1066</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>The Tudors – Henry VIII and Elizabeth I: How accurate were the paintings?</p> <ul style="list-style-type: none"> What a monarch is Know the key dates during the Tudor period from when Henry Tudor was crowned Henry VII in 1485 through to 1603 when Elizabeth I died Comparison of the reigns of King Henry VIII and Queen Elizabeth I Comparison of who was the most powerful monarch overall Explore key events such as the split between Church and State during the reign of Henry VIII and the Spanish Armada Daily life of the Tudors 	<p>The Victorians – How have children's lives changed?</p> <ul style="list-style-type: none"> During Victoria's 64-year reign, there were massive changes in industry and technology with Britain becoming the world leader in the production of goods Britain was incredibly inventive at that time with a wide range of new products which we take for granted today: railways, bicycles, motor cars, telephones etc Britain grew extremely wealthy and expanded her empire across the world During this time the population more than doubled and there was a major shift of population from countryside to the industrial towns and cities many of which grew up in the north. There was a dark side to Victorian society and there was an enormous gap between rich and poor 	<p>World War II – Whose lives were changed by World War II?</p> <ul style="list-style-type: none"> The key events that led to the outbreak of WWII The rise of Hitler to power and his actions 1933-39 How the lives of children in Britain changed through evacuation How people's lives changed by rationing and propaganda How the lives of Jewish people changed under the Nazi regime How the lives of women changed during and after WWII

			<ul style="list-style-type: none"> Some rich Victorians worked hard to improve the life of the poor, the conditions for children working in factories, and mines and reformed prisons and education 	
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Civilisations (Key Stage 2)

	Year 3	Year 4	Year 5	Year 6
Ancient Civilisations	<p>Ancient Greeks – How did the Ancient Greeks leave their mark on the world?</p> <ul style="list-style-type: none"> Learn about the first Greek civilisations – the Minoans and the Mycenae Life in classical Greece That Ancient Greece was separated into different city-states – including Athens and Sparta Greek democracy, the Olympics and Greek philosophers <p>Ancient Egyptians – What do we know about life in Ancient Egypt and how have we been able to find this out?</p> <ul style="list-style-type: none"> Where and when the Ancient Egyptians lived The hierarchical nature of Ancient Egyptian society – pharaohs, priests, scribes, architects, craftsmen, farmers The invention of written language (hieroglyphs) and paper (papyrus) The discovery of the Rosetta Stone and its importance for the translation of hieroglyphs Ancient Egyptian beliefs and practices How the pyramids were built The discovery of Tutankhamun’s tomb and its treasures 			

Contrasting Civilisations		The Mayans – How remarkable were the Mayan? <ul style="list-style-type: none">• The Mesoamerica region – climate and conditions at the time• How people lived – the structure of Mayan society• Ancient Mayan beliefs• How they wrote, counted and told the time (calendars)• Daily life – food and drink• The decline of the Maya – many factors including the arrival of European invaders		
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